

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Ellore Elementary

District: Orangeburg #3

Principal: Dr. Mamie DuPree

Superintendent: David Lonngshore

**FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation**

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Ellore Elementary is a unique school located in the eastern most part of Orangeburg County. Prior to the district's consolidation in 2002, grades 7th and 8th were a part of Ellore High School. After the consolidation, grades 7th and 8th combined with Ellore Elementary School. Since that time, Ellore Elementary kept its original name, and Ellore High School combined with Holly Hill Roberts High, thus establishing Lake Marion High School and Technology Center. Ellore Elementary now serves students in grades Pre-K-8th. The overall school's poverty index is 96.54%.

There are 147 students in grades 6-8, 70 males and 77 females. Ellore Elementary is 84% African American, 16% White, and less than 1% other. The chart below shows specific demographic data for the 2007-2008 school year according to a recent SASI report.

Grade	6		7		8	
	Females	Males	Females	Males	Females	Males
African Americans	17	17	19	23	24	23
Whites	3	4	4	0	9	3
Other	0	0	0	0	1	0

In grades 6th through 8th, 10 of the teachers are highly qualified according to No Child Left Behind. Two Special Service teachers are not. They are from the Philippines and are working on certification. There are 3 sixth grade teachers. They each teach social studies to their homeroom students. Each one of the three sixth grade teachers teaches one of the other content areas (math, science, or ELA). In 7th and 8th grades there is one math and ELA teacher per grade level, and one 7th and 8th grade science teacher and one 7th and 8th grade social studies teacher. There are 4 itinerant teachers who teach eighth grade students, English I, Algebra I, Keyboarding, and Spanish.

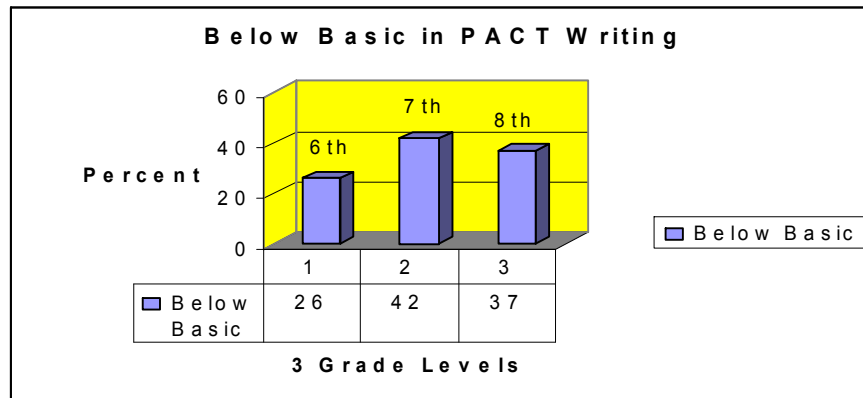
The following chart shows the overall Palmetto Achievement Challenge Test (PACT) performance level percentages scored by students in grades 6-8.

PACT English/Language Arts *(percentage of students)*

Grade	Below Basic (%)			Basic (%)			Proficient (%)			Advanced (%)		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
6	34.5	42.9	28.6	46.6	38.1	31.4	17.2	11.9	37.1	1.7	7.1	2.9
7	42.6	34.0	45.5	50.0	45.3	45.5	7.4	20.8	6.8	0	0.0	2.3
8	43.6	28.0	35.1	43.7	56.0	50.9	12.7	16.0	14.0	0	0.0	0.0

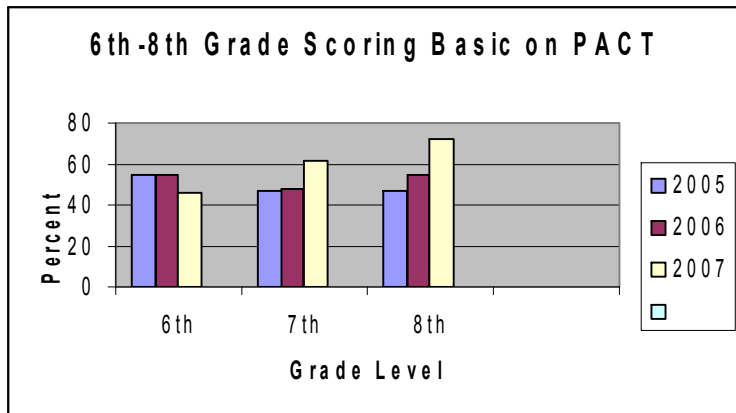
While all areas of ELA performance are a concern, our FSRP will focus on writing to make the most impact on student achievement in the short amount of time we are given. The chart below shows the percentage of students scoring below basic. With low percentages of students scoring Below Basic in Writing, the implementation of a school administered writing pre and post test as measured by the state's 15 point writing rubric will impact the overall performance of the ELA PACT.

Percent of Students Scoring Below Basic in Writing On 2007 PACT	
Grade	Percent of Students
6	26%
7	42%
8	37%

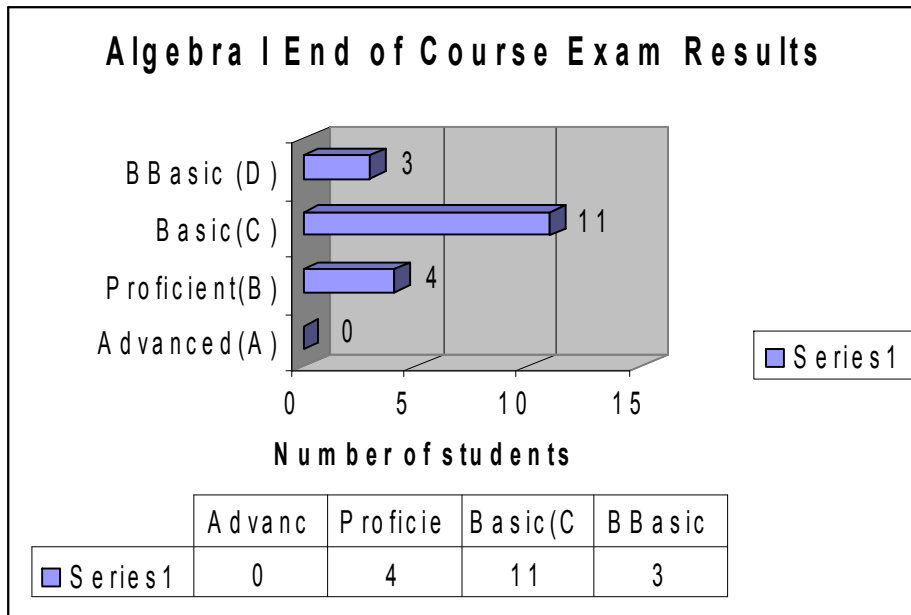


PACT: Mathematics *(percentage of students)*

Grade	Below Basic (%)			Basic (%)			Proficient (%)			Advanced (%)		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
6	22.0	26.2	28.6	54.2	54.8	45.7	22.0	14.3	20.0	1.7	4.8	5.7
7	40.0	40.7	27.3	47.3	48.1	61.4	10.9	9.3	9.1	1.8	1.9	2.3
8	43.6	29.4	22.8	47.3	54.9	71.9	7.3	13.7	5.3	1.8	2.0	0.0



A larger percentage of students are already scoring basic in mathematics. Our FSRP will focus on moving the students to proficient or advanced. The chart below shows the correlation between student scores on the end of course exam and PACT.



PACT Science *(percentage of students)*

Grade	Below Basic (%)			Basic (%)			Proficient (%)			Advanced (%)		
		2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
6		58.7	35.3	-	28.3	35.3	-	10.9	23.5	-	2.2	5.9
7		60.7	59.1	-	30.4	25.0	-	7.1	13.6	-	1.8	2.3
8		54.0	55.2	-	44.0	37.9	-	0.0	6.9	-	2.0	0.0

PACT Social Studies *(percentage of students)*

Grade	Below Basic (%)			Basic (%)			Proficient (%)			Advanced (%)		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
6		50.0	27.8		41.7	50.0		8.3	22.2		0.0	0.0
7		57.1	61.4		35.7	27.3		3.6	9.1		3.6	2.3
8		36.5	57.1		53.8	39.3		7.7	3.6		1.9	0.0

ADDENDUM September 19, 2008

Recommendations for revisions by the ERT Confirmation Committee asked that we include Math MAP Data. At the time of submission of the plan last spring, we did not have spring MAP data. We crafted our goal for moving students from basic to proficient using 2007 PACT data and the absolute calculator. We learned that moving 15 students (20%) from basic to proficient could move us .1 on the absolute index. If we move .1 each year, we will make expected progress in 2010.

We chose writing as an emphasis in ELA because we felt with focused attention on this area we could raise overall ELA scores by increasing the writing scores. We will continue working with reading comprehension and research as evidenced in our strategies, but the writing focus can show ambitious and attainable growth.

The timeline has been revised and is included.

We submitted four student achievement goals, but apparently goal three was not received by the ERT Confirmation Committee and is included in this revision.

The strategies were revised to make them clearer and better documented. We changed strategy three under student achievement goal four to make it more specific and to better support the goal.

The principal and district goals and strategies were rewritten in SMART goal format to specifically support student achievement goals.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

JULY

- District purchased SDE approved pacing guides as a resource in all core areas in grades 6-8.
- 15-** District provided professional development on MAP data analysis workshop for school leaders (Train the Trainer Model)

AUGUST

- 14-** Provide MAP training to teachers on data analysis and use of reports to teachers in grades 6-8.
- 18-** Implement district purchased pacing guides in all core areas in grades 6-8
- Integrate 8th grade math academic standards in Algebra I classes
- 25-** Begin Fall MAP administration

SEPTEMBER

- Provide staff development on the use of Compass Learning to teachers in grades 6-8
 - Begin using compass learning program to reinforce reading skills in grades 6-8
- 9-** FSRP goals and strategies shared with teachers in grades 6-8
- Week of 15-**Begin reviewing weekly lesson plans with feedback
- Begin using hands-on science kits
 - Begin bi-weekly classroom observations by administrative team
- 19-** Provide staff development on the use of state's 15 point writing rubric
- 23-** School-wide state-like writing pre-assessment in grades 6-8
- 25/26-** ELA teachers collaboratively score writing pre-assessment

October

- Continue reviewing weekly lesson plans with feedback
 - Continue using compass learning program to reinforce reading skills in grades 6-8
 - Continue using hands-on science kits
 - Continue bi-weekly classroom observations by administrative team
 - Begin monthly observation of principal identified teachers by the District TST.
- Week of 6-** Math teachers hold student conferences on individual MAP math goals
- Week of 13-** ELA teachers hold student writing conferences
- Science and social studies teachers administer first quarter benchmark tests
- 15-** After-school remediation and enrichment begins
- 17-** Professional development on the Revised Bloom's Taxonomy for math
- Professional development on the science and social studies support documents and academic standards

November

- Continue reviewing weekly lesson plans with feedback
- Continue using compass learning program to reinforce reading skills in grades 6-8
- Continue using hands-on science kits
- Continue bi-weekly classroom observations by administrative team
- Continue after-school remediation and enrichment

13- Provide professional development in ELA on effective research strategies

December

- Continue reviewing weekly lesson plans with feedback
- Continue using compass learning program to reinforce reading skills in grades 6-8
- Continue using hands-on science kits
- Continue bi-weekly classroom observations by administrative team
- Continue after-school remediation and enrichment

January

- Continue reviewing weekly lesson plans with feedback
- Continue using compass learning program to reinforce reading skills in grades 6-8
- Continue using hands-on science kits
- Continue bi-weekly classroom observations by administrative team
- Continue after-school remediation and enrichment

Week of 5- ELA teachers hold student writing conferences

Week of 12- Science and social studies teachers administer second quarter benchmark tests

Week of 20- Begin research projects in grades 6-8

- Math teachers hold student conferences on individual MAP math goals

February

- Continue reviewing weekly lesson plans with feedback
- Continue using compass learning program to reinforce reading skills in grades 6-8
- Continue using hands-on science kits
- Continue bi-weekly classroom observations by administrative team
- Continue after-school remediation and enrichment
- Begin Spring MAP administration

18- Administer writing post-assessment

26/27- ELA teachers collaboratively score writing post-assessment

March

- Continue reviewing weekly lesson plans with feedback
- Continue using compass learning program to reinforce reading skills in grades 6-8
- Continue using hands-on science kits
- Continue bi-weekly classroom observations by administrative team
- Continue after-school remediation and enrichment
- Collect and analyze data for FSRP report

Week of 2- ELA teachers hold student writing conferences

Week of 9- Math teachers hold student conferences on individual MAP math goals

10- PASS Writing Assessment

Week of 16- Science and social studies teachers administer third quarter benchmark tests

April

1- FSRP documentation due to SDE

- Continue reviewing weekly lesson plans with feedback
- Continue using compass learning program to reinforce reading skills in grades 6-8
- Continue using hands-on science kits
- Continue bi-weekly classroom observations by administrative team
- Continue after-school remediation and enrichment

20- ELA teachers hold student writing conferences

27- Math teachers hold student conferences on individual MAP math goals

May

- Continue reviewing weekly lesson plans with feedback
- Continue using compass learning program to reinforce reading skills in grades 6-8
- Continue using hands-on science kits
- Continue bi-weekly classroom observations by administrative team

4- Science and social studies teachers administer fourth quarter benchmark tests

11- PASS ELA test

12- PASS Math test

13- PASS Science/ Social Studies tests

14- PASS Social Studies test (Grade 7)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1:

By April 1, 2009, at least 50% of the students in grades 6 – 8 will score 10 or greater on the school administered writing post test administered in February, 2009 as measured by the state’s 15 point extended writing rubric.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide staff development for consistent use of state 15 point writing rubric.	Dr. Mamie DuPree, Principal ELA Consultant	Sept. 19 Sept. 25 Sept. 26	Staff development on the 15 point rubric will ensure consistent scoring and support the achievement of this goal. <ul style="list-style-type: none"> One staff development day provided prior to pre-test and two partial days for facilitating the scoring of pre/post tests. Documentation <ul style="list-style-type: none"> Agenda Teacher staff development evaluations Sign-in sheets Data collection sheet for pre and post test data Person Responsible <ul style="list-style-type: none"> Mrs. Jocelyn Kennerly, Instructional Facilitator
2. Utilize school-wide state-like writing prompt in September as a pre-assessment and in February as a post-assessment in ELA classes.	ELA Teachers in grades 6-8 Mrs. Cardacia Green (6 th) Mrs. Rebecca Huggins (7 th)	Sept. 23 Feb. 18	Results of the writing assessments will be reviewed by teachers and principal after each administration to identify individual students’ strengths and weaknesses and to focus instruction. Use of common writing pre-test and post test will indicate growth toward focus goal. Documentation <ul style="list-style-type: none"> Data collection sheet for pre and post test data Writing conference with feedback of individual students’ growth

	Mrs. Loretta Dash-Green (8 th)		<p>Persons responsible</p> <ul style="list-style-type: none"> • Mrs. Loretta Dash-Green • Dr. Mamie DuPree, Principal
3. Hold quarterly student conferences using the state-like writing rubric to provide assistance and address student writing needs.	<p>ELA Teachers grades 6-8</p> <p>Mrs. Cardacia Green (6th)</p> <p>Mrs. Rebecca Huggins (7th)</p> <p>Mrs. Loretta Dash-Green (8th)</p>	<p>Weeks of</p> <p>Oct. 13</p> <p>Jan. 5</p> <p>Mar. 2</p> <p>Apr. 20</p>	<p>Holding quarterly conferences will maintain teacher and student focus on individual writing goals.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Conference logs with notation of student feedback <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal • Mrs. Jocelyn Kennerly, Instructional Facilitator • ELA Teachers in grades 6-8
4. Complete grade appropriate research projects in grades 6-8 to reinforce reading comprehension, research, and writing skills.	<p>ELA Teachers grades 6-8</p> <p>Mrs. Cardacia Green (6th)</p> <p>Mrs. Rebecca Huggins (7th)</p> <p>Mrs. Loretta Dash-Green (8th)</p>	Jan. 20	<p>Working on research and writing skills will increase reading comprehension as well as writing skills. Research projects will be started on January 20, 2008 and completed by the end of February.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Random samples of student work • Written feedback to teacher on lesson plans for planning research activities • Lesson plans documenting research activities • Classroom observations with feedback <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal • Mrs. Jocelyn Kennerly, Instructional Facilitator
5. Utilize Compass Learning Odyssey program to reinforce reading skills in grades 6-8 weekly.	<p>ELA Teachers grades 6-8</p> <p>Mrs. Cardacia Green (6th)</p> <p>Mrs. Rebecca Huggins (7th)</p> <p>Mrs. Loretta Dash-Green (8th)</p>	Sept. 2008	<p>Increasing skills in reading will impact our goal.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Lab schedule • Student reports • Minutes of department meetings where reports are analyzed <p>Persons Responsible</p> <ul style="list-style-type: none"> • Mrs. Frankie Locklair, Administrative Assistant • Mr. Derrick Dash • ELA Teachers in grades 6-8th • Mrs. Jocelyn Kennerly, Instructional Facilitator

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2:

By April 1, 2009, 20% of the students in grades 6-8 scoring Basic on the 2008 PACT Math Assessment will score Proficient or above as measured by the spring administration of the NWEA MAP/PACT Alignment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
1. Implement district purchased pacing guides for grades 6 – 8 mathematics.	Math Teachers in grades 6-8 Ms. Margaret Ellis (6 th) Mrs. Cynthia King (7 th) Mrs. Jessica Mashike (8 th)	Aug. 18	Consistent delivery of content and pacing of delivery is important to address all standards prior to state testing. Documentation <ul style="list-style-type: none"> • Lesson plans with feedback • Pacing guides aligned to 2007 standards reviewed and implemented by math department as evidenced in lesson plans Persons Responsible <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal • Mr. Cliff Miller, Assistant Principal • Mrs. Frankie Locklair, Administrative Assistant
2. Hold quarterly student conferences on math progress toward individual MAP goals.	Math Teachers in grades 6-8 Ms. Margaret Ellis (6 th) Mrs. Cynthia King (7 th) Mrs. Jessica	Weeks of Oct. 6 Jan. 20 Mar. 9 Apr. 27	Keeping students and teachers focused on individual math MAP goals will help achieve focused goal 2. Documentation <ul style="list-style-type: none"> • Conference logs with notation of student feedback Persons Responsible

	Mashike (8 th)		<ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal • Mr. Cliff Miller, Assistant Principal • Mrs. Frankie Locklair, Administrative Assistant
3. Provide weekly after-school enrichment for students scoring Basic or above on PACT Math Assessment through the use of SuccessMaker.	<p>Math Teachers in grades 6-8 Ms. Margaret Ellis (6th)</p> <p>Mrs. Cynthia King (7th)</p> <p>Mrs. Jessica Mashike (8th)</p>	Oct. 15	<p>Providing extra practice or enrichment will move students toward proficiency. Review SuccessMaker student growth reports monthly by principal/principal designee and analyze results with enrichment program and math teachers.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Review student growth monthly <p>Person Responsible</p> <ul style="list-style-type: none"> • Mrs. Charlene High, Math Coach
4. Provide professional development on math academic standards with focus on Revised Bloom's Taxonomy.	MSU Math Specialist, Charlene High, Math Coach and outside consultants	Oct. 17	<p>Increasing teachers' knowledge of the Revised Bloom's Taxonomy will help them understand and teach to the rigor of the math academic standards.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Agendas • Teacher evaluations of staff development • Lesson plan feedback • Classroom observation feedback <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal • Mr. Cliff Miller, Assistant Principal • Mrs. Frankie Locklair, Administrative Assistant

5. Integrate 8 th grade math standards in Algebra I curriculum.	Mrs. Jessica Mashike (8 th)	Aug. 18	<p>Because all 8th grade math academic standards are not included in the Algebra I academic standards, these standards must be included in the Algebra I curriculum in order to move basic students to proficiency.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Lesson plan feedback to teachers • Classroom observation feedback <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal • Mr. Cliff Miller, Assistant Principal • Ms. Frankie Locklair, Administrative Assistant
--	---	---------	--

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3:

By April 1, 2009, 30% of the students in grades 6-8 scoring Below Basic on the 2008 PACT Science Assessment will score Basic or above on the spring MAP Science Concepts Assessment as indicated on the NWEA MAP/PACT Alignment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Implement district purchased pacing guides for science in grades 6-8.	<p>Science Teachers in grades 6-8</p> <p>Ms. Vanetta Guinyard (6th)</p> <p>Mr. Brian Mosely (7th)</p> <p>Ms. Concepcion Grande (8th)</p>	Aug. 18	<p>Consistent delivery of content and pacing of delivery is important to address all standards prior to state testing.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Pacing guides aligned to 2007 standards reviewed and implemented by science department as evidenced in lesson plans • Lesson plans with feedback <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal • Mr. Cliff Miller, Assistant Principal

			<ul style="list-style-type: none"> Mrs. Frankie Locklair, Administrative Assistant
2. Administer and analyze quarterly state-like assessments.	Science Teachers in grades 6-8 Ms. Vanetta Guinyard (6 th) Mr. Brian Mosely (7 th) Ms. Concepcion Grande (8 th)	Weeks of Oct. 13 Jan. 12 Mar. 16 May 4	Using state-like benchmark tests as a tool for student achievement will allow teachers to analyze student progress during department meetings. Documentation <ul style="list-style-type: none"> Data collection sheets Minutes of department meetings Lesson plans with feedback Persons Responsible <ul style="list-style-type: none"> Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal Mrs. Frankie Locklair, Administrative Assistant
3. Ensure use of science kits and hands-on activities in grades 6-8.	Science Teachers in grades 6-8 Ms. Vanetta Guinyard (6 th) Mr. Brian Mosely (7 th) Ms. Concepcion Grande (8 th) Ms. Rena McDonald, Science Lab Teacher	Sept. 15	Providing students with exposure to hand-on science instruction is critical for improving students' understanding of concepts. Documentation <ul style="list-style-type: none"> Samples of completed lab activities reviewed by science lab teacher or principal Lesson plans will be reviewed for inclusion of hands-on activities on a weekly basis with written feedback provided to teachers Persons Responsible <ul style="list-style-type: none"> Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal Mrs. Frankie Locklair, Administrative Assistant
4. Provide weekly after-school focused remediation for below basic science students.	Science Teachers in grades 6-8 Ms. Vanetta Guinyard (6 th) Mr. Brian Mosely (7 th) Ms. Concepcion	Oct. 15	Providing extra practice on deficiencies will move students toward basic on the state test. Documentation <ul style="list-style-type: none"> Review of lesson plans with written feedback provided to teachers Samples of student work Dates of student attendance and rosters Persons Responsible <ul style="list-style-type: none"> Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal

	Grande (8 th)		<ul style="list-style-type: none"> Mrs. Frankie Locklair, Administrative Assistant
5. Provide professional development in use of science support document for science academic standards.	Science Teachers in grades 6-8 -Ms. Vanetta Guinyard (6 th) Mr. Brian Mosely (7 th) -Ms. Concepcion Grande (8 th) -Science consultants	Oct. 17	Increasing teachers' knowledge of the science support document will help them understand and teach to the rigor of the science academic standards. Documentation <ul style="list-style-type: none"> Agendas Teacher evaluations of staff development Lesson plan feedback Classroom observation feedback Persons Responsible <ul style="list-style-type: none"> Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal Mrs. Frankie Locklair, Administrative Assistant

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4:

By April 1, 2009, 40% of the students in grades 6-8 will score 75% or better on a school created, standards aligned social studies benchmark (compiled from TEACHER TOOLBOX, a database of questions which are aligned to the SC Social Studies Standards) administered in March of 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Implement district purchased pacing guides for social studies in grades 6-8.	Social Studies Teachers in grades 6-8 Mrs. Krystal Bozard (6 th / 7 th) Ms. Kalin Halls	Aug. 18	Consistent delivery of content and pacing of delivery is important to address all standards prior to state testing. Documentation <ul style="list-style-type: none"> Pacing guides aligned to 2007 standards reviewed and implemented by social studies department as evidenced in lesson plans

	(7 th /8 th) Outside consultants		<ul style="list-style-type: none"> Lesson plans with feedback <p>Persons Responsible</p> <ul style="list-style-type: none"> Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal Mrs. Frankie Locklair, Administrative Assistant
2. Administer and analyze quarterly new state-like assessments.	<p>Social Studies Teachers in grades 6-8</p> <p>Mrs. Krystal Bozard (6th/ 7th)</p> <p>Ms. Kalin Halls (7th/8th)</p> <p>Outside consultants</p>	<p>Weeks of</p> <p>Oct. 13</p> <p>Jan. 12</p> <p>Mar. 16</p> <p>May 4</p>	<p>Using state-like benchmark tests as a tool for student achievement will allow teachers to analyze student progress during department meetings.</p> <p>Documentation</p> <ul style="list-style-type: none"> Data collection sheets Minutes of department meetings Lesson plans with feedback <p>Persons Responsible</p> <ul style="list-style-type: none"> Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal Mrs. Frankie Locklair, Administrative Assistant
3. Provide professional development in the use of the social studies support document for social studies academic standards in grades 6-8.	<p>Social Studies Teachers in grades 6-8</p> <p>Mrs. Krystal Bozard (6th/ 7th)</p> <p>Ms. Kalin Halls (7th/8th)</p> <p>Social Studies Consultants</p>	Oct. 17	<p>Increasing teachers' knowledge of the social studies support document will help them understand and teach to the rigor of the social studies academic standards.</p> <p>Documentation</p> <ul style="list-style-type: none"> Agendas Teacher evaluations of staff development Lesson plan feedback Classroom observation feedback <p>Persons Responsible</p> <ul style="list-style-type: none"> Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal Mrs. Frankie Locklair, Administrative Assistant

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:

By April 1, 2009, at least 50% of the students in grades 6 – 8 will score 10 or greater on the school administered writing post test administered in February, 2009 as measured by the state's 15 point extended writing rubric.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Conduct bi-weekly classroom observations of ELA teachers in grades 6-8.	Administrative Team Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal	Sept. 15	Observing ELA teachers and providing constructive feedback will ensure teachers are focused on writing goal. Documentation: <ul style="list-style-type: none"> • Written observation feedback forms of ELA teachers two times monthly with principal notes • Observation log Persons Responsible: <ul style="list-style-type: none"> • Dr. Dupree, Principal • Mr. Miller, Assistant Principal
2. Provide professional development for consistent use of state 15 point writing rubric to ELA teachers in grades 6-8.	Dr. Mamie DuPree, Principal ELA Consultant	Sept. 19, 25, 26	Staff development on the 15 point rubric will ensure consistent scoring and achievement of this goal. Documentation: <ul style="list-style-type: none"> • One staff development day provided prior to pre-test and two partial days for facilitating the scoring of pre/post tests. • Agendas • Teacher evaluations • Sign-in sheets • Data collection sheet for pre and post test data Person Responsible: <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal

3. Schedule school-wide state-like writing prompt in September as a pre assessment and in February as a post assessment in grades 6-8 ELA classes.	Dr. Mamie DuPree, Principal Mrs. Loretta Dash-Greene, ELA Department Chairperson 6-8 grade ELA teachers	Sept. 23 Feb. 18	<p>Results of the writing assessments will be reviewed by teachers and principal after each administration to identify individual students' strengths and weaknesses and to focus instruction. Use of common writing pre-test and post test will indicate growth toward focus goal.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Data collection sheet for pre and post test data • Writing conference with feedback of individual student's growth <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal; • Mrs. Loretta Dash-Greene, ELA Department Chairperson • 6-8 grade ELA teachers
4. Schedule Compass Learning Odyssey program to reinforce reading skills in grades 6-8.	Dr. Mamie DuPree, Principal Mr. Derrick Dash, Computer Lab Manager	Sept. 15	<p>Increasing reading skills will impact our writing goal. Students will go to the computer lab to work in Compass Learning Odyssey program aligned to their MAP scores once weekly.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Computer Lab schedule • Student reports • Minutes of department meetings <p>Persons Responsible</p> <ul style="list-style-type: none"> • Mrs. Frankie Locklair, Administrative Assistant • Mr. Derrick Dash • 6-8th grade ELA Teachers • Dr. Mamie Dupree, Principal
5. Provide professional development for ELA teachers in effective research strategies to prepare for grade level research projects.	Dr. Mamie DuPree, Principal ELA Consultant	Nov. 13	<p>Staff development on research and writing skills will increase reading comprehension as well as writing skills.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Random samples of student work • Written feedback to teacher on lesson plans for planning research activities • Classroom observations with feedback to teachers <p>Persons Responsible</p>

			<ul style="list-style-type: none">• Dr. Mamie DuPree, Principal• Mr. Cliff Miller, Assistant Principal• Mrs. Frankie Locklair, Administrative Assistant
--	--	--	---

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2:

By April 1, 2009, 20% of the students in grades 6-8 scoring Basic on the 2008 PACT Math Assessment will score Proficient or above as measured by the NWEA MAP/PACT Alignment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Conduct bi-weekly classroom observations of Math teachers in grades 6-8.	Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal	Sept. 15	Observing Math teachers and providing constructive feedback will ensure teachers are focused on student mathematics goal. Documentation: <ul style="list-style-type: none"> • Written observation feedback forms will be given to MATH teachers twice monthly with principal notes • Observation log Persons Responsible: <ul style="list-style-type: none"> • Dr. Dupree, Principal • Mr. Miller, Assistant Principal
2. Review lesson plans weekly to monitor district purchased pacing guides for grades 6-8 mathematics.	Dr. Mamie DuPree, Principal Mr. Cliff Miller, Assistant Principal Mrs. Frankie Locklair, Administrative Assistant	Sept. 8	Consistent delivery of content and pacing of delivery is important to address all standards prior to state testing. Documentation <ul style="list-style-type: none"> • Lesson plans will be reviewed on a weekly basis with feedback provided to teachers. These feedback forms will be kept in a file by Mrs. Locklair. Persons Responsible <ul style="list-style-type: none"> • Dr. Dupree, Principal • Mr. Miller, Assistant Principal • Mrs. Frankie Locklair, Administrative Assistant

3. Provide weekly after-school enrichment to students scoring basic or above on PACT math assessment through the use of SuccessMaker.	Dr. Mamie DuPree, Principal	Oct. 15	<p>Providing extra practice through enrichment will move students toward proficiency.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Student growth reports • Student attendance rosters <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal • Mrs. Charlene High, Math Coach
4. Provide professional development on math academic standards with a focus on Revised Bloom's Taxonomy.	<p>MSU Math Specialist</p> <p>Mrs. Charlene High, Math Coach</p>	Oct. 17	<p>Increasing teachers' understanding of the Revised Bloom's Taxonomy will help with them understand and teach to the rigor of the math academic standards.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Agendas • Teacher evaluations of staff development • Lesson plan feedback • Classroom observation feedback <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Mamie DuPree, Principal • Mr. Cliff Miller, Assistant Principal • Mrs. Frankie Locklair, Administrative Assistant

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

Focused District Instructional Leadership Goal 1:

By April 1, 2009, 20% of the students in grades 6-8 scoring Basic on the 2008 PACT Math Assessment will score Proficient or above as measured by the NWEA MAP/PACT Alignment.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Purchase SDE approved pacing guides as a resource in all core subjects in grades 6-8.	Dr. David Longshore, Jr., Superintendent Dr. Ruby Johnson, Director of Curriculum	July 2008	Consistent delivery of content and pacing of delivery is important to address all standards prior to state testing. Documentation <ul style="list-style-type: none"> • Purchase agreement • Distribution list of schools Persons Responsible Dr. Ruby Johnson, Director of Curriculum
2. Provide professional development for school leaders on MAP data analysis in order for school leaders to take information back to schools.	Mrs. Teresa Hinnant, District MAP Contact Dr. Ruby Johnson, Director of Curriculum	July 2008	Train the Trainer Model of staff development for school leaders will effectively provide data analysis training for all school personnel. Documentation <ul style="list-style-type: none"> • Agenda of Train the Trainer workshop • Trainer evaluations • Agendas of school-wide training • Evaluations by teachers • Principal’s report on analysis of data Persons Responsible <ul style="list-style-type: none"> • Mrs. Teresa Hinnant, District MAP Contact • Dr. Ruby Johnson, Director of Curriculum

3. Provide transportation and resources to support weekly after-school enrichment for students scoring basic or above on PACT math assessment through the use of SuccessMaker.	<p>Mrs. Eliza Jamison, Director of Transportation</p> <p>Dr. Ruby Johnson, Director of Curriculum</p>	Oct. 2008	<p>Providing extra practice through enrichment will move students toward proficiency. Students will meet weekly and the growth reports will be analyzed twice a quarter.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Student growth reports • Student attendance rosters • Transportation roster <p>Persons Responsible</p> <ul style="list-style-type: none"> • Mrs. Eliza Jamison, Director of Transportation • Dr. Ruby Johnson, Director of Curriculum
4. Provide professional development on analyzing SuccessMaker program, data and reports.	Dr. Ruby Johnson, Director of Curriculum	Oct. 2008	<p>Increasing teachers' understanding of the SuccessMaker program will help with them meet students at their level and move students toward proficiency.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Agenda of Train the Trainer workshop • Trainer evaluations • Agendas of school-wide training • Evaluations by teachers • Principal's report on analysis of data <p>Person Responsible</p> <ul style="list-style-type: none"> • Dr. Ruby Johnson, Director of Curriculum
5. Conduct monthly classroom observations of principal identified math teachers in grades 6-8 using the district informal observation instrument.	<p>Mrs. Teresa Hinnant, TST Lead Coordinator</p> <p>Dr. Debora Brunson, District TST Coordinator</p>	Oct. 2008	<p>Observing math teachers and providing constructive feedback will ensure teachers are focused on science academic standards. District personnel will observe all math teachers once monthly and document the feedback and appropriate improvement plans when necessary.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • A copy of informal observation forms with feedback • Improvement plans when appropriate <p>Persons Responsible</p> <ul style="list-style-type: none"> • District Teacher Support Team

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2:

By April 1, 2009, 30% of the students in grades 6-8 scoring Below Basic on the 2008 PACT Science Assessment will score Basic or above on the Spring MAP Science Concepts Assessment as indicated on the NWEA MAP/PACT Alignment.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Purchase SDE approved pacing guides as a resource in all core subjects in grades 6-8.	Dr. David Longshore, Jr., Superintendent Dr. Ruby Johnson, Director of Curriculum	July 2008	Consistent delivery of content and pacing of delivery is important to address all standards prior to state testing. Documentation <ul style="list-style-type: none"> • Purchase agreement • Distribution list of schools Person Responsible <ul style="list-style-type: none"> • Dr. Ruby Johnson, Director of Curriculum
2. Provide professional development for school leaders on MAP data analysis in order for school leaders to take information back to schools.	Dr. Ruby Johnson, Director of Curriculum Mrs. Teresa Hinnant, District MAP Coordinator	July 2008	Train the Trainer Model of staff development for school leaders will effectively provide data analysis training for all school personnel. Documentation <ul style="list-style-type: none"> • Agenda of Train the Trainer workshop • Trainer evaluations • Agendas of school-wide training • Evaluations by teachers • Principal's report on analysis of data Persons Responsible <ul style="list-style-type: none"> • Dr. Ruby Johnson, Director of Curriculum • Mrs. Teresa Hinnant, District MAP Coordinator

3. Obtain Teacher Toolbox (a data bank of SC academic standard aligned test questions and graphics) for teachers in grades 6-8.	Dr. Ruby Johnson, Director of Curriculum	Sept. 2008	<p>This program will assist science teachers in creating appropriate quarterly benchmark assessments.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Purchase agreement • Copies of quarterly assessments • Minutes of science department meeting analyzing student assessments <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Ruby Johnson, Director of Curriculum
4. Provide transportation and resources to support weekly after-school remediation for students scoring below basic on PACT science assessment.	Mrs. Eliza Jamison Director of Transportation	Oct. 2008	<p>Providing extra practice will move students toward proficiency.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Student growth reports • Student attendance rosters • Transportation roster <p>Persons Responsible</p> <ul style="list-style-type: none"> • Mrs. Eliza Jamison, Director of Transportation • Dr. Ruby Johnson, Director of Curriculum
5. Provide science kits and training for science teachers in grades 6-8.	Dr. Ruby Johnson, Director of Curriculum	Nov. 2008	<p>Providing students with exposure to hands-on science instruction is critical for improving students' understanding of concepts.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Purchase agreement • Report of documented lab activities • Agendas • Teacher staff development evaluations <p>Persons Responsible</p> <ul style="list-style-type: none"> • Dr. Liana Calloway, District Science Contact • Dr. Ruby Johnson, Director of Curriculum
6. Conduct monthly classroom observations of principal identified science teachers in grades 6-8 using the district informal observation instrument.	<p>Mrs. Teresa Hinnant, TST Lead Coordinator</p> <p>Dr. Debora Brunson, District TST Coordinator</p>	Oct. 2008	<p>Observing science teachers and providing constructive feedback will ensure teachers are focused on science academic standards. District Office personnel will observe all science teachers once monthly and provide copies of feedback and improvement plans when necessary.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • A copy of informal observation forms with feedback

			<ul style="list-style-type: none">• Improvement plans when appropriate Persons Responsible <ul style="list-style-type: none">• District Teacher Support Team
--	--	--	--

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of **each** program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: *Measures of Academic Progress (MAP)*

After-school Enrichment Program- A supplementary curriculum designed to increase students' performance beyond minimum standards

After-school Remediation Program – A supplementary curriculum designed to increase students scoring below standard (Below Basic) to standard or above

Benchmarks - A benchmark is a point of reference by which something can be measured.

Compass Learning Odyssey- A K-12 software based curriculum that assesses each students understanding of key standards. Based on this assessment a student is automatically prescribed a personalized learning path filled with engaging activities.

District Teacher Support Team (TST) - District Curriculum Coordinators

(Dr. Ruby Johnson, Dr. Liana Calloway, Dr. Debora Brunson, Mrs. Teresa Hinnant, and Mrs. Janice Rivers)

Fifteen (15) Point Writing Rubric -An assessment tool used to evaluate student performance level for writing on the PACT

Hands-on activities- An approach requiring students to become active participants instead of passive learners who listen to lectures or watch films.

Labs- engaging in in-depth investigations with objects, materials, phenomena, and ideas and drawing meaning and understanding from those experiences

Measures of Academic Progress (MAP) - NWEA Measures of Academic Progress (MAP) are state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth.

Pacing Guide-A document that suggests time standards are introduced, length of lessons, and order of presentation of content material.

Palmetto Achievement Challenge Test (PACT)-The Palmetto Achievement Challenge Tests (PACT) is a standards-based accountability measurement of student achievement in four core academic areas - English language arts (ELA), mathematics, science, and social studies. The PACT items are aligned to the [South Carolina curriculum standards](#) developed for each discipline. An accountability system and a statewide test, such as the PACT, are mandated by the South Carolina Education Accountability Act of 1998 and the federal No Child Left Behind Act of 2001 (NCLB).

Revised Bloom's Taxonomy-The revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge dimension) and the kind of learning expected from students (cognitive processes) to help teachers and administrators improve alignment and rigor in the classroom. This taxonomy will assist educators to improve instruction and to ensure that their lessons and assessments are aligned with one another and with the state standards, their lessons are cognitively rich, and that instructional opportunities are not missed.

Science Kits

- **Full Option Science System (FOSS)** - A program that uses several instructional pedagogies to make science more productive and meaningful for students.
- **Great Exploration of Math and Science (GEMS)** - A program that puts into effective practice the inquiry- based approach using both science and math.

SDE approved pacing guides- District purchased Anderson School District V curriculum/pacing guides to be used as a resource for teachers in grades 6-8.

SuccessMaker- SuccessMaker Enterprise individualizes learning for measurable success in grades K-8.

Teacher Toolbox- A website providing formative assessment tools, lesson planning tools, and attention grabbing tools aligned with South Carolina Academic Standards, that teachers will use to create standards aligned benchmark tests.